



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 11721878
SAU: Sabattus School Department
School: Sabattus Central School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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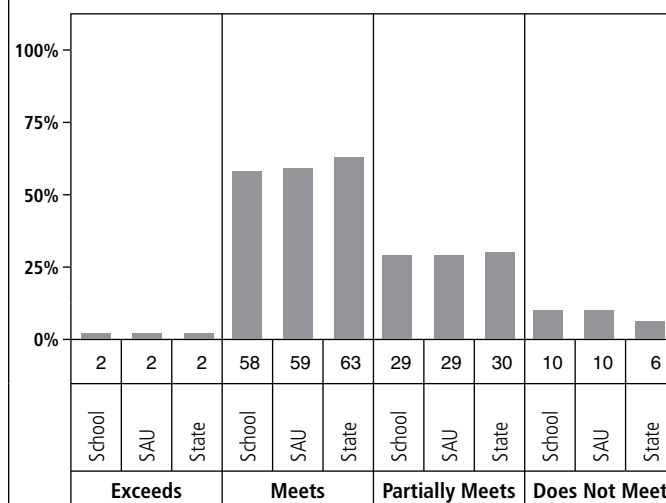
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Sabattus School Department
School: Sabattus Central School

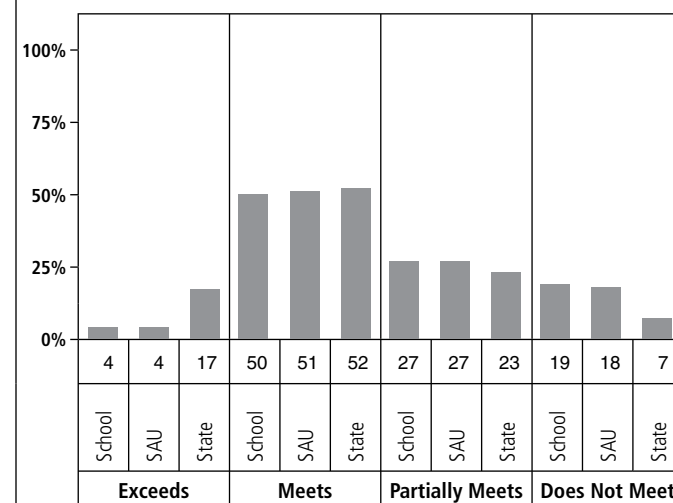
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	340	339	345
2007–2008	341	340	344
2008–2009	343	343	345
Cum. Avg.*	341	341	345
Mathematics			
2006–2007	336	336	347
2007–2008	337	336	347
2008–2009	341	341	348
Cum. Avg.*	338	337	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Sabattus School Department
School: Sabattus Central School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	48	100	49	100	13763	100	48	100	49	100	13691	100	48	100	49	100	13691	100						
Ethnicity African American/Black	1	2	1	2	416	3	1	100	1	100	412	99	1	100	1	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	47	98	48	98	12846	93	47	100	48	100	12788	100	47	100	48	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	13	27	14	29	2414	18	13	100	14	100	2388	100	13	100	14	100	2388	100						
Current LEP	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
Economically disadvantaged	26	54	27	55	5887	43	26	100	27	100	5847	100	26	100	27	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	36	75	36	73	10316	75	39	81	39	80	10355	75						
Identified disability (PET/IEP)	5	14	5	14	437	4	5	13	5	13	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	1	3	1	3	83	1	1	3	1	3	83	1						
Participation with accommodations	12	25	13	27	3179	23	9	19	10	20	3152	23						
Identified disability (PET/IEP)	8	67	9	69	1757	55	8	89	9	90	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	4	33	4	31	1192	37	1	11	1	10	1157	37						
Participation through alternate assessment (PAAP)	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2009
Grade:	3
SAU:	Sabattus School Department
School:	Sabattus Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	0	0	332	2
	2007-2008	0	0	0	0	227	2
	2008-2009	1	2	1	2	262	2
	Cum. Total*	1	1	1	1	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	29	51	29	50	8691	63
	2007-2008	31	49	31	48	8403	62
	2008-2009	28	58	29	59	8500	63
	Cum. Total*	88	52	89	52	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	18	32	18	31	3781	27
	2007-2008	22	35	22	34	4018	30
	2008-2009	14	29	14	29	3985	30
	Cum. Total*	54	32	54	32	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	10	18	11	19	1021	7
	2007-2008	10	16	11	17	938	7
	2008-2009	5	10	5	10	748	6
	Cum. Total*	25	15	27	16	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	26.7	58.0	26.8	58.3	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	18.9	59.1	19.0	59.4	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	7.8	55.7	7.9	56.4	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Sabattus School Department
 School: Sabattus Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	48	1	2	28	58	14	29	5	10	343	49	2	59	29	10	343	13495	2	63	30	6	345
Ethnicity																						
African American/Black	1										1						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	47	1	2	28	60	13	28	5	11	343	48	2	60	27	10	343	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	4	31	4	31	5	38	334	14	0	36	29	36	335	2194	0	32	50	18	338
No	35	1	3	24	69	10	29	0	0	346	35	3	69	29	0	346	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	48	1	2	28	58	14	29	5	10	343	49	2	59	29	10	343	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	26	1	4	11	42	10	38	4	15	340	27	4	44	37	15	341	5721	1	52	39	9	342
No	22	0	0	17	77	4	18	1	5	345	22	0	77	18	5	345	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	48	1	2	28	58	14	29	5	10	343	49	2	59	29	10	343	13489	2	63	30	6	345
Gender																						
Female	23	0	0	15	65	6	26	2	9	343	23	0	65	26	9	343	6568	3	67	26	4	346
Male	25	1	4	13	52	8	32	3	12	342	26	4	54	31	12	342	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	0	39	49	11	340
No	48	1	2	28	58	14	29	5	10	343	49	2	59	29	10	343	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	48	1	2	28	58	14	29	5	10	343	49	2	59	29	10	343	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 3
 SAU: Sabattus School Department
 School: Sabattus Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	6 79 11 4	0 1 0 0	0 3 0 0	1 24 3 0	33 65 60 0	1 9 2 1	33 24 40 50	1 3 0 1	33 8 0 50	331 344 344 328	8 77 10 4	0 3 0 0	50 65 60 0	25 24 40 50	25 8 0 50	336 344 344 328	5 80 13 3	1 2 2 1	44 66 61 36	39 28 32 45	16 4 6 18	340 345 344 339
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	40 48 10 2	0 1 0 0	0 4 0 0	10 16 2 0	53 70 40 0	7 5 2 0	37 22 40 0	2 1 1 1	11 4 20 100	342 345 337 320	39 49 10 2	0 4 0 0	53 71 40 0	37 21 40 0	11 4 20 100	342 346 337 320	47 41 9 2	3 1 0 0	68 62 51 30	24 31 41 51	4 5 8 19	346 344 342 338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	35 40 19 6	0 0 1 0	0 0 11 0	9 13 3 3	53 68 33 100	5 5 4 0	29 26 44 0	3 1 1 0	18 5 11 0	339 345 344 346	37 39 18 6	0 0 11 0	56 68 33 100	28 26 44 0	17 5 11 0	340 345 344 346	31 49 14 6	3 2 1 0	63 68 53 43	28 26 39 43	6 3 7 14	345 345 342 340
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	27 44 29	1 0 0	8 0 0	6 15 7	46 71 50	4 6 4	31 29 29	2 0 3	15 0 21	342 346 339	27 45 29	8 0 0	46 73 50	31 27 29	15 0 21	342 346 339	18 57 25	1 2 1	50 68 61	38 26 31	11 3 6	342 346 344
How hard were the reading passages on this test? A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	23 48 29	0 1 0	0 4 0	5 14 9	45 61 64	2 8 4	18 35 29	4 0 1	36 0 7	336 345 344	22 49 29	0 4 0	45 63 64	18 33 29	36 0 7	336 346 344	15 48 37	0 2 3	38 66 70	48 29 23	14 4 4	340 345 347
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	15 54 15 17	0 0 0 1	0 0 0 13	4 18 3 3	57 69 43 38	3 6 3 2	43 23 43 25	0 2 1 2	0 8 14 25	342 344 341 341	14 53 16 16	0 0 0 13	57 69 50 38	43 23 38 25	0 8 13 25	342 344 342 341	22 46 18 14	3 2 1 0	67 68 56 50	25 26 36 40	4 4 8 10	346 346 343 341
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	28 28 45	0 0 1	0 0 5	5 9 13	38 69 62	4 4 6	31 31 29	4 0 1	31 0 5	337 346 344	29 27 44	0 0 5	43 69 62	29 31 29	29 0 5	338 346 344	29 21 50	1 2 3	56 62 68	36 31 25	7 5 5	343 344 346
Optional school/SAU question A. B. C. D.	100 0 0 0	0 	0 	3 	75 	1 	25 	0 	0 	347 	100 0 0 0	0 	75 	25 	0 	347 	 	 	 	 	 	

MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	3
SAU:	Sabattus School Department
School:	Sabattus Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	0	0	0	0	1985	14
	2007-2008	2	3	2	3	2277	17
	2008-2009	2	4	2	4	2328	17
	Cum. Total*	4	2	4	2	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	20	35	20	35	6990	51
	2007-2008	21	33	21	33	6764	50
	2008-2009	24	50	25	51	7045	52
	Cum. Total*	65	39	66	39	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	23	40	23	40	3673	27
	2007-2008	27	43	27	42	3504	26
	2008-2009	13	27	13	27	3137	23
	Cum. Total*	63	38	63	37	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	14	25	14	25	1193	9
	2007-2008	13	21	14	22	1044	8
	2008-2009	9	19	9	18	997	7
	Cum. Total*	36	21	37	22	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	27.0	56.3	27.1	56.5	31.5	65.6
A. Number	20	42	10.5	52.5	10.5	52.5	12.8	64.0
B. Data	8	17	5.8	72.5	5.8	72.5	6.1	76.3
C. Geometry	8	17	4.9	61.3	5.0	62.5	5.5	68.8
D. Algebra	12	25	5.9	49.2	5.9	49.2	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 3
SAU: Sabattus School Department
School: Sabattus Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	48	2	4	24	50	13	27	9	19	341	49	4	51	27	18	341	13507	17	52	23	7	348
Ethnicity																						
African American/Black	1										1						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	47	2	4	24	51	13	28	8	17	341	48	4	52	27	17	341	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	3	23	5	38	5	38	328	14	0	29	36	36	329	2204	6	36	36	22	338
No	35	2	6	21	60	8	23	4	11	345	35	6	60	23	11	345	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	48	2	4	24	50	13	27	9	19	341	49	4	51	27	18	341	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	26	1	4	10	38	9	35	6	23	337	27	4	41	33	22	338	5727	10	48	31	12	343
No	22	1	5	14	64	4	18	3	14	344	22	5	64	18	14	344	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	48	2	4	24	50	13	27	9	19	341	49	4	51	27	18	341	13501	17	52	23	7	348
Gender																						
Female	23	0	0	15	65	4	17	4	17	343	23	0	65	17	17	343	6568	16	52	24	8	348
Male	25	2	8	9	36	9	36	5	20	339	26	8	38	35	19	339	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	4	43	39	14	340
No	48	2	4	24	50	13	27	9	19	341	49	4	51	27	18	341	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	48	2	4	24	50	13	27	9	19	341	49	4	51	27	18	341	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 3
 SAU: Sabattus School Department
 School: Sabattus Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	1	33	0	0	2	67	329	8	0	50	0	50	333	5	9	38	32	21	340
B. less than one hour	79	2	5	19	51	12	32	4	11	343	77	5	51	32	11	343	80	19	54	22	5	349
C. one to two hours	11	0	0	3	60	0	0	2	40	341	10	0	60	0	40	341	13	16	51	24	9	347
D. more than two hours	4	0	0	0	0	1	50	1	50	315	4	0	0	50	50	315	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	48	2	9	9	39	9	39	3	13	341	49	8	42	38	13	341	40	25	51	17	7	351
B. good	42	0	0	12	60	3	15	5	25	340	41	0	60	15	25	340	45	14	56	24	6	348
C. fair	8	0	0	3	75	1	25	0	0	347	8	0	75	25	0	347	12	7	49	34	10	343
D. poor	2	0	0	0	0	0	0	1	100	324	2	0	0	0	100	324	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	33	2	13	10	63	2	13	2	13	346	33	13	63	13	13	346	38	23	52	19	5	351
B. They match some of what I have learned.	42	0	0	9	45	7	35	4	20	339	43	0	48	33	19	340	45	16	56	22	6	348
C. They match just a little of what I have learned.	19	0	0	4	44	3	33	2	22	338	18	0	44	33	22	338	12	10	45	33	12	343
D. There is no match.	6	0	0	1	33	1	33	1	33	329	6	0	33	33	33	329	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	30	0	0	6	43	5	36	3	21	337	29	0	43	36	21	337	17	8	45	34	13	342
B. about the same as my regular schoolwork	43	1	5	13	65	6	30	0	0	348	44	5	67	29	0	348	59	19	55	21	5	350
C. easier than my regular schoolwork	28	1	8	5	38	2	15	5	38	335	27	8	38	15	38	335	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	19	0	0	2	22	4	44	3	33	330	19	0	22	44	33	330	15	8	41	35	15	341
B. 30–45 minutes	40	1	5	9	47	6	32	3	16	342	42	5	50	30	15	342	29	16	54	23	6	348
C. 45–60 minutes	26	0	0	10	83	1	8	1	8	345	25	0	83	8	8	345	32	21	55	19	5	350
D. more than 60 minutes	15	1	14	3	43	2	29	1	14	347	15	14	43	29	14	347	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	0	0	1	50	1	50	321	4	0	0	50	50	321	6	6	33	39	23	337
B. two or three days a week	4	0	0	0	0	1	50	1	50	329	4	0	0	50	50	329	12	15	55	22	8	348
C. two or three times each month	17	0	0	7	88	0	0	1	13	344	16	0	88	0	13	344	26	20	56	19	5	350
D. never or almost never	75	2	6	17	47	11	31	6	17	342	76	5	49	30	16	342	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	27	0	0	3	23	6	46	4	31	335	27	0	23	46	31	335	37	14	51	27	9	346
B. two or three days a week	10	0	0	2	40	1	20	2	40	336	10	0	40	20	40	336	27	20	55	19	6	350
C. two or three times each month	27	1	8	10	77	0	0	2	15	344	29	7	79	0	14	344	19	22	53	19	6	350
D. never or almost never	35	1	6	9	53	6	35	1	6	344	35	6	53	35	6	344	18	15	51	26	8	347
Optional school/SAU question																						
A.	100	0	0	2	50	2	50	0	0	341	100	0	50	50	0	341						
B.	0										0											
C.	0										0											
D.	0										0											